AP® French Language and Culture
Course Planning and Pacing Guide 1

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Solon, Ohio
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Welcome to the AP® French Language and Culture Course Planning and Pacing Guides

This guide is one of four Course Planning and Pacing Guides (CPPG) designed for AP® French Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author’s teaching context (e.g., demographics, schedule, school type, setting).

Each AP Course Planning and Pacing Guide highlights how the components of the AP French Language and Culture Curriculum Framework — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the why and how behind their instructional choices — called out in boxes on the right side of the page — to aid in planning the AP French Language and Culture course.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.
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Instructional Setting

Solon High School
Solon, Ohio

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<th>School</th>
<th>Public high school located in suburban Cleveland</th>
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| Student population | Enrollment of approximately 1,900 includes an increasing number of minority students:  
- 16 percent African American  
- 9 percent Asian American  
- 3 percent multiracial  
- 1 percent Hispanic/Latino  

Number of Students in AP French classes:  
Solon High School has one AP French teacher. There are one or two sections of AP French each year with as many as 20 to 22 students in the class when only one section is run. |
| Instructional time | Classes begin the second half of August. The course plan is based on 154 school days, which is the norm for 12th-graders in AP® courses at the school. All course objectives must be completed by the end of April. Class meets every day for 50-minute periods. |
| Student preparation | AP French Language and Culture is the level 5 course in the French curriculum. Most students begin language study in seventh grade, completing French 1 in seventh and eighth grades; thus the level 5 AP course is taken mostly by students in the 12th grade. All students with a grade of C or better in French 4 are encouraged to continue their studies in the AP French Language and Culture course. The AP course has students at various levels of language proficiency, with a wide range of academic abilities. All activities in the AP course are carried out in French. |
Overview of the Course

The society in which we live has been influenced linguistically, historically, philosophically, artistically, and in so many other ways by the French language and the rich cultural diversity of the French-speaking world. It is a privilege and a passion to be able to share my knowledge and experience with students; it is a privilege to be able to continue to learn with them and from them. When students reach the AP level, they are already grounded in the study of vocabulary and grammar. At this level, then, they mark their greatest improvement in communicating with the language. When they exit the course in May, they have developed confidence in their abilities to comprehend written texts and oral discourse (Interpretive Communication) and to communicate when writing and speaking on a variety of topics in the Interpersonal and Presentational modes.

All students are capable of having a successful experience in the AP French Language and Culture course if they are motivated in their study of French. In their lower-level French classes, they progressed in small steps and began to test their linguistic wings. Now, in the AP course, I no longer need to use cognate-filled sentences and rely on repetitions to promote understanding. With a well-planned AP curriculum, the students are soon ready to spread their wings and begin to soar with the language.

It is crucial to provide students with opportunities for critical thinking, independent work, cooperative activities, and creative projects; it is also important that they be given opportunities to take advantage of permanent and temporary cultural offerings in our community (e.g., annual target language tours of art exhibits, concerts, West African dance performances and lessons, and Francophone movies). Students need to be aware of their linguistic and cultural growth and know the satisfaction of personal successes; they need to enjoy the learning process. I want my students to leave AP French Language and Culture as lifelong learners with a global perspective that will continue to fuel an interest in other cultures and a respect for their products, practices, and perspectives. Most students who complete the AP French Language and Culture course at our school will continue their study of the language at the university level, and many will take advantage of study programs abroad.

Creating a new course of study can be a daunting task, but it is important to emphasize that in preparing this guide there was no requirement to develop totally different units of study involving radically different activities. I am able to use many previous materials by making some modifications in unit timing and organization, by including some new materials, and by tweaking some assessment strategies to include more interpersonal activities and place a greater emphasis on integration of skills across the primary learning objectives in the curriculum framework. The overall goal of the AP course remains the same: to produce linguistically competent and confident students with increased global cultural knowledge. These twin emphases on communication and culture broadly reflect the Standards for Foreign Language Learning in the 21st Century.
**Unit 1: L’environnement**

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<th>Learning Objectives</th>
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| **Spoken Interpersonal Communication** | **Literature** Giono, *L’homme qui plantait des arbres*  
**DVD** *Vuduciel13*, Yann Arthus-Bertrand (Sénégal) | **Instructional Activity:** Students will have read *L’homme qui plantait des arbres* and will have viewed segments of the DVD *Vuduciel13* on the environmental work of Haidar El Ali in Sénégal. Working in small groups, students will agree upon a group definition of the expression “un athlète de Dieu” (*L’homme qui plantait des arbres*) that includes personal characteristics; they will justify Giono’s description of Elzéard Bouffier as an “athlète de Dieu.” Using a visual organizer of comparison (Venn diagram), they will compare and contrast the work of Elzéard Bouffier and Haidar El Ali. |
| **Written Interpersonal Communication** |  | **Instructional Activity:** During this first unit, students will begin an email exchange with students in a Francophone secondary school. They will learn the characteristics of this type of informal correspondence. In their messages they will inquire about municipal, school, and personal efforts in matters of ecology and the environment. This “e-pal” exchange will be sustained throughout the year with periodic assignments. |
| **Interpretive Communication: Audiovisual Texts** | **Web materials** Video interviews about Earth Day in Québec from the *Jour de la Terre Québec* website (Canada) | **Formative Assessment:** Students view several video interviews from the *Jour de la Terre Québec* website. Prior to listening, students know the name and title of the interviewee. Students are listening for the answers to specific questions: *Pour vous qu’est-ce que le Jour de la Terre? Quels gestes posez-vous pour l’environnement?* Students take notes on index cards (one card per video interview), and we review these in class after each interview so that I know what they have understood and how well they are understanding the Québécois accent. |
|  |  | **Summative Assessment:** After viewing several video interviews in the formative assessment, students are ready for a summative assessment in which they listen to two more interviews and answer questions based on them. I ask questions about the purpose of the interview, the point of view of the interviewer or interviewee, and an “application” question that connects the Interpretive and Interpersonal modes: If you were the interviewer, what follow-up question would you ask the interviewee? This summative assessment is related to one of the Essential Questions in the unit: What are the most critical environmental issues in Francophone areas today? |

**Essential Questions:** ▼ What are the most critical environmental issues today in the United States and in Francophone areas, and what measures are being implemented to address them? ▼ How do you see yourself making a difference with environmental concerns in the future?
### Learning Objectives

#### Spoken Presentational Communication

**Formative Assessment:**
Before the summative assessment (see below), each student in the group prepares one sample slide on the environmental problem chosen and a one-minute speech about it. All group members and I provide feedback on the comprehensibility of the speech and the slide design, and the coherence between the image(s) used and the message being communicated.

**Summative Assessment:**
In pairs or groups of 3, students give an 8- to 10-minute PowerPoint presentation in class on an environmental problem that affects a specific area of the Francophone world.

#### Written Interpersonal Communication

**Other materials studied in this unit include:**
- **Literature**
  - Le Clézio, « De l’autre côté de la vie »
- **Music**
  - Mickey 3D, « Respire »
  - « Préservons notre Fenua » (Polynésie Française)
- **Web materials**
  - Promotional materials on recycling from the Action-Nature website (Polynésie Française)
- **DVD**
  - L’homme qui plantait des arbres
  - Sénégal: La piste aux découvertes

**Summative Assessment:**
Students will have studied and discussed the accomplishments of several people who are involved in work for the environment in different Francophone areas (Canada, French Polynesia, Senegal). They will write a letter of nomination for an important environmental award for one of the people studied. In the letter they must use a formal register and convincing arguments to support the nomination of their candidate. I will evaluate them on several key learning objectives for Interpersonal Communication, such as: (1) using examples to support an argument; (2) maintaining an appropriate register; (3) using a variety of vocabulary; and (4) demonstrating an understanding of the features of the target cultural communities (here, concerning the environment).

### Essential Questions:

- What are the most critical environmental issues today in the United States and in Francophone areas, and what measures are being implemented to address them?
- How do you see yourself making a difference with environmental concerns in the future?
### Les découvertes et les inventions

#### Theme:
- La science et la technologie

#### Estimated Time: 3½ weeks

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<tr>
<th>Learning Objectives</th>
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| Spoken Interpersonal Communication | Literature  
Camus, *Le premier homme* | Instructional Activity: Individually, students read excerpts from *Le premier homme* (Camus) and write brief answers to a series of questions that provide a framework for textual analysis (author, purpose, organization, main ideas, details, vocabulary, …). Students discuss their responses in a “Pair and Share” context. I then ask students to share with the group any questions they may still have about the reading. |
| Spoken Interpersonal Communication  
Interpretive Communication: Print Texts | Music  
Tryo, « France Télécom » | Instructional Activity: The audio text for this activity is the song « France Télécom » by Tryo. Students complete a cloze exercise with the words of the song. The focus of the blanks is vocabulary that is associated with the telephone (*sonnerie*, *abonné*, * combiné*, etc.). Students listen to the song twice and fill in as many of the missing words as possible. Responses are checked for accuracy. Then, we extend the activity to engage in a class discussion that checks for comprehension (e.g., main ideas, supporting details) and interpretation (e.g., tone of the song), etc. |
| Written Interpersonal Communication | Web materials  
A variety of print articles and video clips about the most recent *Concours Lépine* that will be updated annually. When possible, materials will focus on young inventors. | Summative Assessment: Students write a formal email reply to a message from the organizers of the *Concours Lépine* (created by me, based on information found on the website of the concours). In the email, they will describe an object or process that they have invented and explain why they should be accepted to participate in the next concours. They will attach to the email a scanned copy of their official registration form for the annual inventors’ competition. Students send the email message to my school account. This summative assessment is related to the Essential Question: What would you like to discover or invent someday, and why? |
| Spoken Interpersonal Communication | | Instructional Activity: Students survey one another to determine the discoveries and inventions that members of the class feel are the most important. During this oral exchange of opinions they use and practice a variety of vocabulary that they have learned to name major discoveries and inventions. |

#### Essential Questions:

- How have discoveries and inventions from the Francophone world changed our lives?
- Who are the inventors in France today, and what problems are they working to resolve?
- What would you like to discover or invent someday, and why?
## Learning Objectives

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<tr>
<th>Spoken Presentational Communication</th>
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<tr>
<td>Students use a visual presentational technology (e.g., Photo Story, PowerPoint, Flip camera clip edited in Windows Moviemaker) to prepare individual, four-minute persuasive presentations on an invention or a discovery associated with the Francophone world. During the presentation, each student must provide brief background information about the inventor and then use persuasive arguments to convince classmates that this is the one invention or discovery that is the most important. After the presentations, each student must select the most convincing presentation and subsequently defend the selection in writing (see the summative assessment for Written Presentational Communication).</td>
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<table>
<thead>
<tr>
<th>Written Presentational Communication</th>
<th>Other materials studied in this unit include:</th>
</tr>
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<tbody>
<tr>
<td>Literature</td>
<td>Robida, « La télévision — un rêve du XIXe siècle »</td>
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<tr>
<td></td>
<td>Valode, Récits insolites des grandes inventions françaises</td>
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<tr>
<td>Summative Assessment:</td>
<td>Students will select the most convincing presentation and defend it in writing (i.e., they will write a composition that defends the viewpoint of the presenter with respect to that particular invention or discovery).</td>
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## Essential Questions:

- How have discoveries and inventions from the Francophone world changed our lives?
- Who are the inventors in France today, and what problems are they working to resolve?
- What would you like to discover or invent someday, and why?
### Unit 3: L’éducation et l’enseignement

**Theme:**
- La vie contemporaine

**Estimated Time:**
4 ½ weeks

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<tr>
<td>Interpretive Communication: Print Texts</td>
<td>Print texts</td>
<td>Instructional Activity: Students will have read several texts describing the organization of the French</td>
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<td></td>
<td>Roesch and Rolle-Harold, <em>La France au quotidien</em></td>
<td>school system (<em>La France au quotidien</em>). For this activity, they will read an Internet article on the</td>
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<td>topic of the most recent changes to that system. After having read the article, they will organize</td>
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<td>notes in a comparative T-chart, with one column representing “Before” and the other column the</td>
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<td>“Change(s)” being instituted.</td>
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<tr>
<td>Interpretive Communication: Audiovisual Texts</td>
<td>DVD</td>
<td>Instructional Activity: After having discussed the difference between <em>éducation</em> and <em>enseignement</em>,</td>
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<td><em>Être et avoir</em></td>
<td>students view selected excerpts from the movie <em>Être et avoir</em>. They focus on finding examples of</td>
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<td>actions or activities that exemplify those two concepts.</td>
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<tr>
<td>Spoken Interpersonal Communication</td>
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<td>Formative Assessment: Students will have reviewed basic vocabulary associated with education and</td>
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<td>read about and discussed all levels of the school system in France. For this activity, students</td>
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<td>prepare to do an in-person interview with a visitor to our class who is a native speaker of French.</td>
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<td>Each student prepares in advance a list of potential questions about the educational system. Each</td>
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<td>student asks at least one question that relates to the school experience of the French visitor,</td>
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<td>using an appropriate register for conversation, practicing with appropriate vocabulary, and</td>
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<td>requesting clarification or information, as needed. All students take notes on the questions asked</td>
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<td>and the answers provided. At the conclusion of this activity, I conduct a debriefing session with</td>
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<td>students, helping with difficulties observed and making suggestions.</td>
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<td>Summative Assessment: Students conduct a Skype interview with a native speaker of French, again on</td>
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<td>the topic of education. Each student prepares a list of potential questions in advance of the session.</td>
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<td>Each student asks at least one question that relates to the school experience of the French person,</td>
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<td>and at least one question about that person’s perspective on the American school system. All students</td>
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<td>take notes on the questions asked and the answers provided.</td>
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</table>

**Essential Questions:**
- How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life? ▼
- On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas? ▼
- How is the value of education portrayed in literature, music, and cinema of the French-speaking world?
### Learning Objectives Materials Instructional Activities and Assessments

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<tr>
<td>Written Interpersonal Communication</td>
<td></td>
<td><strong>Instructional Activity:</strong> Students continue their email exchange with students in a French high school. In this round of correspondence, they ask specific questions on topics like student-teacher relationships, grading systems, grade reporting, disciplinary systems, etc.</td>
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### Essential Questions:

- ▼ How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life?
- ▼ On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas?
- ▼ How is the value of education portrayed in literature, music, and cinema of the French-speaking world?
Other materials studied in this unit include:

**Literature**
- Zobel, *La rue cases-nègres*
- Pineau, *Un papillon dans la cité*

**Music**
- Grand Corps Malade, « Education Nationale » and « A l’école de la vie »

**Web materials**
- Video podcasts on the Université de Montréal website: « Pourquoi les étudiants étrangers choisissent-ils l’U de M ? » and « Les gros changements de la rentrée »

**Article**
- « Génération smartphone à l’école »

**Website**
- Le café pédagogique

**YouTube clips**
- « L’école ma liberté » (Sénégal)

**DVD**
- *Sugar Cane Alley (La rue cases-nègres)*
- *Entre les murs* (Canada)  
- *La Classe de Madame Lise* (Canada)

**Summative Assessment:**
Students will have studied the educational system in France and in Canada. They will make individual oral presentations in which they compare elements of the two systems. They will not know the exact topic of their individual presentation in advance, but they will have four minutes to prepare their comparative presentation and then will speak for two minutes. This assignment targets the skills and knowledge necessary to do the cultural comparison oral presentation on the AP Exam. This oral presentation will require students to provide evidence that addresses one of the Essential Questions in the unit: How is the value of education portrayed in literature, music, and cinema of the French-speaking world?

**Essential Questions:**

- ▼ How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life? ▼ On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas? ▼ How is the value of education portrayed in literature, music, and cinema of the French-speaking world?
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<tbody>
<tr>
<td>Spoken Interpersonal Communication</td>
<td><strong>Podcast</strong> « Existe-t-il encore des métiers d’hommes et des métiers de femmes ? » (RFI)</td>
<td>Instructional Activity: Students respond to the question <em>Existe-t-il encore des métiers d’hommes et des métiers de femmes ?</em> in a think-pair-share format. After some time for small-group discussions on the topic, we conclude the activity by creating a group response to this question. Then, students listen twice to an excerpt of a radio interview (RFI) on the same topic. They respond to questions about the information presented and then re-form their small groups to compare the opinions they expressed to the viewpoints expressed in the radio interview.</td>
</tr>
<tr>
<td>Interpretive Communication: Audio Texts</td>
<td><strong>Manuals</strong> Azoulay and Portella, 100 CV et lettres de motivation pour tous les métiers Legay and Perez, 100 CV et lettres de motivation pour tous les profils</td>
<td>Formative Assessment: Students examine five or six French curriculum vitae (selected by the teacher) and make two lists to note the differences they observe between French and American curriculum vitae and any vocabulary with which they are unfamiliar. A brief discussion follows in which I ask students to identify the main differences, and I provide immediate feedback to clarify any words or concepts that may have been misunderstood. Summative Assessment: Students will write a CV that follows the French format they studied. They will use the vocabulary they learned that is appropriate for this task.</td>
</tr>
<tr>
<td>Written Presentational Communication</td>
<td><strong>Web materials</strong> Examples of digital résumés from YouTube <strong>Article</strong> « 25 questions posées aux jeunes diplômés » (L’Etudiant)</td>
<td>Summative Assessment: Using formal letter style, students write a brief lettre de motivation to a prospective employer. They attach a copy of their newly developed French-language CV. In this cover letter, students will address one of the Essential Questions of the unit: <em>What are your greatest personal assets, and what work or life experiences have prepared you for a future career?</em></td>
</tr>
<tr>
<td>Written Interpersonal Communication</td>
<td><strong>Article</strong> « 25 questions posées aux jeunes diplômés » (L’Etudiant)</td>
<td>Summative Assessment: After having viewed several online examples of digital CVs (video) in French and having discussed in class the advantages and disadvantages of that format for presenting a résumé, students will create their own two-minute digital CV that showcases their strengths for a potential employer.</td>
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**Essential Questions:**
- What are your greatest personal assets, and what work or life experiences have prepared you for a future career?
- What differences in cultural perspectives on *le monde du travail* can be inferred from studying French and American résumés?

*During this conversational activity I want students to use their Interpersonal Communication skills to question one another’s (and their own) ideas about supposedly “male” versus “female” professions. The exchange of ideas prepares them to listen to a radio interview on the same topic.*

*My AP French students already have had to write curriculum vitae as part of their English curriculum, so they are familiar with how CVs are written in the United States. This activity provides a good platform for a cultural comparison.*

*Taken together, the formative and summative assessments on French and American CVs are related to one of the Essential Questions of the unit: What differences in cultural perspectives on *le monde du travail* can be inferred from studying French and American résumés?*

*Because digital CVs are being used increasingly in France by young job seekers, this task, along with the lettre de motivation, provides my students with the opportunity to use their French to accomplish a real-world task that addresses the Essential Question: What are your greatest personal assets, and what work or life experiences have prepared you for a future career?*
### Unit 5: Le beau

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<td>Spoken Interpersonal Communication</td>
<td></td>
<td><strong>Instructional Activity:</strong> Based on the quotation of Blaise Pascal, « La mode même et les pays règlent ce que l’on appelle beauté, » students will work in small groups to define what constitutes physical beauty and to discuss how standards of physical beauty are established. Final group ideas will be recorded on large sheets of paper for subsequent sharing.</td>
</tr>
<tr>
<td>Written Interpersonal Communication</td>
<td></td>
<td><strong>Instructional Activity:</strong> Students write a formal email reply to a prompt that indicates they have volunteered to participate in a charity fashion show to raise money for a specific cause. Students will respond to questions asked in the email, and they will have to ask at least one question about the event in their reply.</td>
</tr>
<tr>
<td>Interpretive Communication: Print Texts</td>
<td>Literature Molière, L’Avare</td>
<td><strong>Instructional Activity:</strong> Students read the 17th-century play, L’Avare, and watch video excerpts of a performance of it over a one-week period. While reading, students note how physical and moral beauty and ugliness are represented in the play.</td>
</tr>
<tr>
<td>Interpretive Communication: Audiovisual Texts</td>
<td>Music MC Solaar, « Victime de la mode »</td>
<td><strong>Instructional Activity:</strong> Students listen twice to the song « Victime de la mode » by MC Solaar. As they listen, they list all the words they recognize that are associated with body image. Students should also be able to determine the setting that is created by the first lines of the first two stanzas.</td>
</tr>
<tr>
<td>Interpretive Communication: Audio Texts</td>
<td>Web materials Visual arts “West African Wisdom: Adinkra Symbols and Meanings”</td>
<td><strong>Summative Assessment:</strong> Students will have studied West African Adinkra symbols and the values that they represent. For this task, students select five Adinkra symbols that represent the values that they themselves would like to exemplify. They create a Photo Story presentation that represents the importance of these values in their lives. This oral presentation is related to one of the Essential Questions for the unit: What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?</td>
</tr>
</tbody>
</table>

### Essential Questions:
- ▼ How have culturally accepted standards of beauty varied over time? How do they vary across different regions of the Francophone world? ▼ What incites people to seek conformity to standards of beauty, and what consequences can result? ▼ What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?
### Learning Objectives

**Written Presentational Communication**

<table>
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| **Podcast**  
Interview with tattoo artist Bernard Lompré (Radio Suisse Romande Couleur3) | **Summative Assessment:** Students listen to a podcast interview of tattoo artist Bernard Lompré. Then they read an excerpt from an Internet article « Piercings et tatouages, au-delà de la mode » (opinions of parents, sociologists, and adolescents about piercings and tattoos). Students write a persuasive essay on the importance (or lack of importance) of conforming to culturally accepted standards of beauty. They cite information from the podcast and the article and also express their own opinions on the topic, which is related to one of the Essential Questions in the unit: What incites people to seek conformity to standards of beauty, and what consequences can result? |
| **Articles**  
« Piercings et tatouages, au-delà de la mode » (Belgique) | |
| **Other materials studied in this unit include:**  
  **Web materials**  
  « Légendes polynésiennes »,  
  « Frous-frous et colliers choux » (Guadeloupe)  
  **Visual arts**  
  « Collection de tenues créoles — robe de mariée créole traditionnelle »  
  **DVD**  
  « La belle et la bête » (Cocteau)  
  Îles ... était une fois les Caraïbes  
  Îles ... était une fois la Polynésie | |

**Essential Questions:**

- ▼ How have culturally accepted standards of beauty varied over time? How do they vary across different regions of the Francophone world?
- ▼ What incites people to seek conformity to standards of beauty, and what consequences can result?
- ▼ What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?
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<tr>
<td>Spoken Interpersonal Communication</td>
<td><strong>Literature</strong> Beauvoir, <em>Mémoires d’une jeune fille rangée</em></td>
<td><strong>Instructional Activity:</strong> Students work in pairs to fill in a Venn diagram. On one side they list words that describe how they felt about their family when they were four or five years old. On the other side they list words that describe how they feel about their family now that they are about to enter adulthood. In the middle they list any common elements in their perspectives about family life that are shared in those two periods of their life.</td>
</tr>
<tr>
<td>Interpretive Communication: Print Texts</td>
<td><strong>Literature</strong> Diop, « Père mère »</td>
<td><strong>Instructional Activity:</strong> Students read and analyze the poem « Père mère » by Lamine Sine Diop (Senegal), taking notes on vocabulary, structure, imagery, point of view, and the representation of family.</td>
</tr>
<tr>
<td>Interpretive Communication: Audiovisual Texts</td>
<td><strong>DVD</strong> <em>La gloire de mon père</em> <em>Le papillon</em></td>
<td><strong>Instructional Activity:</strong> Students view excerpts from two films, <em>La gloire de mon père</em> (featuring a traditional four-member family) and <em>Le papillon</em> (featuring a single mother raising her daughter). Students observe the families in these films and take notes on the family structures and the relationships represented.</td>
</tr>
<tr>
<td>Written Interpersonal Communication</td>
<td></td>
<td><strong>Instructional Activity:</strong> Students have remained in contact with their email correspondents in France throughout the year. In this round of exchanges, they request information and opinions from their correspondents about topics being studied in this unit: family structures, relationships between younger and older family members, etc.</td>
</tr>
<tr>
<td>Written Presentational Communication</td>
<td><strong>Literature</strong> Warner-Vieyra, « L’ombre venant du pont »</td>
<td><strong>Instructional Activity:</strong> After having read and discussed the story « L’ombre venant du pont » (Myriam Warner-Vieyra, Guadeloupe), students write a summarized version of it, changing some details and creating a new ending. This creative activity does not correspond to any of the free-response item types on the exam, but it enables the student to continue to experience variety in written expression.</td>
</tr>
</tbody>
</table>

**Essential Questions:**

- What constitutes a family? How have family structures evolved over time?
- How is the union of a couple made official and celebrated in different Francophone cultures?
- What attitudes and actions contribute to familial harmony or dysfunction?
### La famille (continued)

Unit 6:

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<tr>
<td>Spoken Presentational Communication</td>
<td>Other materials studied in this unit include:</td>
<td>Summative Assessment:</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>Students have studied legal options for couples in France (marriage, PACS, civil weddings) and what wedding ceremonies could look like in several Francophone areas (French Polynesia, France, North Africa). In this assessment, students will make an oral presentation with a cultural comparison based on these studies. They will not know the exact topic in advance, but they will have four minutes to prepare their comparative presentation and then will speak for two minutes. In particular, I want students to focus on how they will use their allotted four minutes to create a coherent organization for their presentation.</td>
</tr>
<tr>
<td></td>
<td>Web materials Videos</td>
<td></td>
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</table>

This assessment takes place about three to four weeks prior to the AP Exam and enables students to practice the format of the Presentational Speaking free-response item (cultural comparison). Students should include evidence in their presentation that addresses the following Essential Question: How is the union of a couple made official and celebrated in different Francophone cultures?

**Essential Questions:**

▼ What constitutes a family? How have family structures evolved over time? ▼ How is the union of a couple made official and celebrated in different Francophone cultures? ▼ What attitudes and actions contribute to familial harmony or dysfunction?
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<td>Spoken Interpersonal Communication</td>
<td></td>
<td><strong>Instructional Activity:</strong>&lt;br&gt;In small groups, students agree upon a definition of “identity” and carry out a webbing activity (with a graphic organizer or cognitive map) to identify as many groups as possible who are victims of exclusion today.</td>
</tr>
<tr>
<td>Spoken Interpersonal Communication</td>
<td></td>
<td><strong>Summative Assessment:</strong>&lt;br&gt;Students participate in a simulated conversation that deals with one of the Essential Questions of the unit: What factors affect acceptance into or exclusion from a social group? In their part of the role-play students will have to react appropriately and give advice to a friend who describes having been rejected from a group or prevented from participating in an event because of some aspect of identity (e.g., gender, race, size, sexual orientation).</td>
</tr>
<tr>
<td>Interpretive Communication: Audiovisual Texts</td>
<td>Video podcasts from the Université of Montréal website: « Soutenir les étudiants en situation de handicap dans leurs études » and « Un service essentiel »</td>
<td><strong>Formative Assessment:</strong>&lt;br&gt;In preparation for a summative assessment that requires students to demonstrate comprehension of a print text and an audiovisual text on the same topics, I ask students to brainstorm a list of services that schools should be required to provide to students with physical disabilities. Students then view a video from the Université de Montréal on this topic, and I ask them which of the services on their lists are referred to in the video. I provide immediate feedback to clarify any misunderstood or new vocabulary items in the video.</td>
</tr>
<tr>
<td>Interpretive Communication: Print Texts</td>
<td>Web materials</td>
<td><strong>Summative Assessment:</strong>&lt;br&gt;Students view the video from the Université de Montréal a second time and then read an online article about handicapped children in a secondary school setting in France. Next, students respond to a few factual questions on each individual source — audience, purpose, point of view, main ideas — and then reply to some interpretive questions that require a comparison of information in the two sources.</td>
</tr>
<tr>
<td>Spoken Presentational Communication</td>
<td></td>
<td><strong>Summative Assessment:</strong>&lt;br&gt;Students plan and present a spoken presentation that provides a cultural comparison on the topic of alienation and assimilation. In the presentation, which specifically follows the format of the AP French Language and Culture Exam, students will provide evidence that addresses the Essential Question: What factors affect acceptance into or exclusion from a social group?</td>
</tr>
</tbody>
</table>

**Unit 7:**

**L’aliénation et l’assimilation**

**Theme:**

- La quête de soi

**Estimated Time:**

3 weeks

**Essential Questions:**

▼ What constitutes a person’s identity? How does identity evolve over time? ▼ What factors affect acceptance into or exclusion from a social group? What types of exclusion can make a person a victim? ▼ What legal measures are established in the United States and in Francophone areas to protect the rights of people from being discriminated against?
### Essential Questions:

- What constitutes a person’s identity? How does identity evolve over time?
- What factors affect acceptance into or exclusion from a social group? What types of exclusion can make a person a victim?
- What legal measures are established in the United States and in Francophone areas to protect the rights of people from being discriminated against?
Resources

General Resources


Authentik en français, magazine et CD pour étudier le français à un niveau avancé. http://www.authentik.com [Distributed by Lectures de France, Chicago, IL]


Europe1 Podcasts. http://www.europe1.fr/Radio/Podcasts/Semaine/


Institut national de la statistique et des études économiques. http://www.insee.fr/fr/themes/


TV5MONDE. http://www.tv5.org/

Unit 1 Resources


Cross, Lauren, and Hinano Tunoa. Préservons notre fenua. [currently trying to obtain the mini-CD from Tahiti]


Giono, Jean. 1953. L’homme qui plantait des arbres. Gallimard, Collection Folio Cadet: France. A 30-minute animated film is also available (Producer and Director: Frédéric Back).


Jour de la Terre Québec. Collecte MD MIE. http://www.jourdelaterre.org/main.cfm?p=02_100&l=fr&SectionID=3&categorieID=20


Resources (continued)


Ndjaye, Sada Weinde. 1975. « Cela aussi est une prière. » La Fille des eaux. Dakar: NEA.


Unit 2 Resources


« Concours Lépine. » http://fr.wikipedia.org/wiki/Concours_L%C3%A9pine

« Concours Lépine. » http://www.concours-lepine.fr/fr/


« Le concours Lépine. » http://www.holala.ch/culture/3387.html

« Le concours Lépine couronne un plan de métro qui parle » « Le ‘Top-braille’, vainqueur du concours Lépine » « Bouge ton pad » http://lci.tf1.fr/recherche/?query=concours+lepine&amp;x=18&amp;y=11&amp;site=tf1+news&amp;f=INFO [articles to be updated each year after the new concours Lépine]

« Le concours Lépine permet de découvrir les dernières innovations. » http://www.kewego.com/video/LyR0oaY2fX.html


« Médaille d’or au Concours Lépine. » http://www.youtube.com/watch?v=u2bhSahUnX8


« Salon des jeunes inventeurs et créateurs. » http://www.jeunesinventeurs.org/


Unit 3 Resources


[Locita : Internet et nouvelles technologies]

http://www.youtube.com/watch?v=dcesXiJpOrE

http://www.youtube.com/watch?v=Pbe5c75Gaho&amp;feature=related

http://www.youtube.com/watch?v=p8VHKL_6q8w&amp;feature=related


Le café pédagogique [toute l’actualité pédagogique sur Internet] http://www.cafepedagogique.net/lemensuel/Pages/121_Sommaire.aspx

[Locita : Internet et nouvelles technologies]

http://www.youtube.com/watch?v=u2bhSahUnX8

http://www.youtube.com/watch?v=dcesXiJpOrE

http://www.youtube.com/watch?v=Pbe5c75Gaho&amp;feature=related

http://www.youtube.com/watch?v=p8VHKL_6q8w&amp;feature=related


Le café pédagogique [toute l’actualité pédagogique sur Internet] http://www.cafepedagogique.net/lemensuel/Pages/121_Sommaire.aspx

Les gros changements de la rentrée. » http://www.europe1.fr/FRANCE/Les-gros-changements-de-la-rentree-260958/ [Europe 1, Aug. 31, 2010]

Oddos, Gilles and Mamdou Sow. « L’école ma liberté. » [3 parts] [Aide et Action: scolarisation des filles au Sénégal]


Resources (continued)


**Unit 4 Resources**


« Curriculum Vitae VIDEO Exemple. » http://www.youtube.com/watch?v=MVweWeJDIEE

« CV VIDEO le CV Digital Curriculum vitae. » http://www.youtube.com/watch?v=K3hmDCH18JQ

« CV VIDEO SARAH PIRAT. » http://www.youtube.com/watch?v=xZ0F9u80_90&feature=related


**Unit 5 Resources**


« Collection de tenues créoles — Robe de mariée créole traditionnelle. » http://www.campuscreole.com/mode/robe-creole.html

« Des tissus et des hommes. » http://www.afrik.com/article7948.html

« Frous-frous et colliers choux. » http://www.guadeloupe-fr.com/magazinedestinationguadeloupe/article=5155/

« Îles … était une fois les Caraïbes. » 1993. Directed by Antoine. Distributed by Warner Home Video. 60 minutes.


« La Belle et la bête. » 1946. Directed by Jean Cocteau. 96 minutes.

« L’avare. » 1980. Directed by Louis De Funès and Jean Girault. 125 minutes.


« Légendes Polynésiennes. » http://www.perlesdetahiti.net/site/fr/640.html

« Légendes Polynésiennes. » http://www.perles-de-culture.info/article-7093169.html

« Mariage antillais. » http://www.youtube.com/watch?v=UnkF95gpx7A&feature=related

« Mariage tahitien. » http://www.tahiti-mariagelegal.com/
Resources

« Mariage traditionnel en Polynésie. »
http://www.suite101.fr/content/le-mariage-traditionnel-en-polynesie-a8355

« Mariage Tunisie. » http://www.youtube.com/watch?v=e2wvgUaC6zM

Prévert, Jacques. « Pour toi mon amour. » 1945, Paroles.
http://mortain.free.fr/Culture/Prevert/prevert5.htm


Warner-Vieyra, Miriam. « L’ombre venant du pont. »
http://ilhackumil.tripod.com/french11/id2.html

« Wedding Celebration – Tahiti. »
http://www.youtube.com/watch?v=y2S40M2Wk_E

Unit 7 Resources

« Elèves en difficulté: les écoles privées prêtes à faire plus. » [Québec, 26 octobre 2006]
http://www.canoe.com/cgi-bin/imprimer.cgi?id=764778

« Enfants et adultes handicapés: Sarkosy promet meilleurs soutien et intégration. »


« Grand Corps Malade — 4 Saisons. »
http://www.youtube.com/watch?v=q4Cba3sNZ3M&feature=related

« Grand Corps Malade l’appartement de célibataire live. »
http://www.youtube.com/watch?v=3uHPjaqWg4&feature=related


Poole, Sara. « Le Texte, autrement: Opening the (Language Classroom) Door to Slam. »

« Soutenir les étudiants en situation de handicap dans leurs études. »

« Un service essentiel. »